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As to the method, it is by far the most skilful combination of the direct and grammar methods which has come under our observation. In this text the direct method has the upper hand, in striking contrast with some recent texts in which the devices of the direct method were used as a sugar-coating for the grammar. The work demonstrated by gestures, objects, and the like advances by question and answer, thereby promoting vivacity. The various phases of the student's life are covered. From this vocabulary emerges naturally and inductively what grammar is necessary. The grammatical facts are stated concisely at the bottom of each page in small type.

There seems to be insufficient preparation for written work, but the skilful teacher can easily supply this deficiency. Though the material may have been handled in too mature a way—experience will tell—yet there is no doubt that this book represents a valuable contribution to our progress toward the inevitable ascendancy of the direct method.

ARTHUR G. BOVÉE

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Plane Geometry. By EDITH LONG and W. C. BRENHE. New York: Century Co., 1916. Pp. 273. \$1.00.

The book begins with a short history of the development of geometry which should prove helpful to the student in grasping the practical and logical nature of the subject. This is followed by the excellent method of introducing geometric forms, i.e., the use of paper models.

Instead of making an entire chapter of construction problems, the authors have arranged the material so as to have the construction follow the theorems upon which the proof of the construction is based. However, the use of the protractor, one of which is inclosed in each book, is introduced in the beginning of the text, great emphasis being placed on careful drawings, which will assist the pupil in a logical apprehension of the subject.

A large portion of one chapter is devoted to the development of the method and form of the proof of theorems and exercises, all of which are brought out in clear explanations and analysis. These methods are finally used by the pupil in completing the proofs of the theorems and exercises when only the statements are given. The summary and questions at the end of each chapter give the pupil a frequent review of all the facts in the preceding chapter. This is another commendable feature of the book.

The union with algebra is arranged in carefully planned algebraic problems which require geometric figures and a knowledge of geometric facts. The relation to trigonometry is shown by the introduction of trigonometric functions in the chapter on ratio and proportion. Under the heading "Loci" is found co-ordinate geometry or graphical construction, which is another step toward the much-desired correlated mathematics.

The discussion of the incommensurable cases and the theory of limits is placed at the end of the last chapter, to be taken up at particular points or left till the end of the course.

ABIGAIL L. MCRAITH

Principles and Methods of Teaching. BY JAMES WELTON. Baltimore, Md.: Warwick & York, Inc. Pp. 677. \$1.65.

Principles and Methods of Teaching, by James Welton, professor of education in the University of Leeds, is a thoroughly scientific presentation of the educational problems of the primary and secondary schools. No theory is advanced which has not had the advantage of expert opinion. Professor Welton explains in his preface that he has not trusted to his own feeling in subjects which he himself has not taught. For instance, the chapter on natural history was written by Mr. C. E. Moss, keeper of the herbarium at the University of Cambridge; and that on needlework, by Miss E. L. Melville, mistress of method in the Leeds City Training College. In all of the chapters the problems are broadly considered; no attempt is made to give detailed recipes for attaining specific results.

The general function of teaching, material of instruction, and form of instruction are discussed in their various psychological aspects in Part I. Part II deals with the specific application of educational principles to the subjects usually taught in the grades and in the high school.

As a whole the work is thoroughly sane. It is simple and direct in style and concrete in analysis and application. To each chapter is appended a brief bibliography.